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AUTHOR Dickson, Tom
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ABSTRACT

A study examined to what extent journalism/mass communication education is attempting to sensitize students to covering people with disabilities in comparison to what it is doing in regard to addressing diversity issues concerning race, gender and sexual orientation. Two hypotheses were proposed: (1) that academic institutions accredited by the Association for Education in Journalism and Mass Communication will have done significantly more than unaccredited programs to sensitize students to reporting about people with disabilities; (2) that both accredited and unaccredited programs will have given more emphasis to issues of race and gender than to issues of sexual orientation and "ableism." A 34-item questionnaire was distributed to 392 programs; 216 responses were received. Research results supported both hypotheses. In general, the study found that Journalism/Mass Communication programs were not doing as good a job emphasizing reporting about people with disabilities as they were emphasizing reporting about minorities covered by Standard 12: racial and ethnic minorities and women. Programs were emphasizing ableism even less than they were emphasizing gay/lesbian stereotypes. While accredited programs were doing a much better job than unaccredited schools in furthering the goals of Standard 12, they were not doing much better in emphasizing coverage of people with disabilities and gays/lesbians. Issues about ableism have a long way to go before they get the attention they deserve. (Contains 23 references and 3 tables.) (TB)

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How JMC Education Rates in Its Efforts
to Sensitize Students to Ableism Issues

Tom Dickson

Southwest Missouri State University

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How JMC Education Rates

How JMC Education Rates in Its Efforts to Sensitize Students to Ableism Issues

A growing awareness appears to have been taking place lately within JMC education of the need for sensitivity to biases and stereotypes in the news and in entertainment. At first, discussion focused on sensitivity to racial, ethnic, and gender biases and stereotypes, but lately the discussion often has been extended to include coverage of gays and lesbians and people with disabilities.

Debate on sensitivity issues often centers around the issue of "political correctness" and the need for a "multicultural" curriculum. The term "multiculturalism" sometimes is seen to be divisive because it suggests separation rather than inclusion (Cole, 1993, p. 7), and sometimes it evokes a negative reaction from its critics. It is a word, however, that has become the catchword used to cover a number of diversity issues.

Cohen, Lombard, and Pierson (1992) define the term to include "people of color, ethnic minorities, gender distinctions, religious beliefs, and other attributes that distinguish one identifiable set of people from another" (p. 7). In addition, Manning-Miller (1993) takes that definition to include "ableism," i.e., the disability movement.

Literature Review

Schwartz (1988) noted the importance of the educational

system in sensitizing journalists in order to eliminate stereotypes of people with disabilities. In addition, both Edwards (1992) and Manning-Miller (1993) proposed that educators' view of multiculturalism should be broadened beyond racial and ethnic minorities and gender. They both stated that journalism/mass communication education should assist students in confronting their biases and stereotypes based upon physical disabilities.

Edwards (1992) accused JMC education of ignoring the ableism (i.e., the disabilities issue) and questioned whether the language of accreditation Standard 12 was broad enough to include ableism and, if not, whether the standard should be changed (p. 87).

Standard 12 requires that accredited institutions "recruit, advise, retain, and prepare minority students and minority and women faculty." It also requires that accredited programs offer courses providing information about contributions by minorities and women and must "help prepare students to understand and relate to a multi-cultural, multi-ethnic, multi-racial, and otherwise diverse society."

Manning-Miller (1993) concluded that the focus on multiculturalism in curriculum development had narrowed the focus to gender, race, and ethnicity and excluded ableism (p. 18). She called for educators to sensitize students to the need for coverage of people with disabilities in courses throughout the

curriculum.

While attempts has been made to educate journalists about the correct terminology about people with disabilities (see for example, ASNE, 1990), Miller and Peterson (1992) recommend going beyond mere terminology to look at people's perceptions of persons with disabilities. Also Peterson (1993) suggests that journalistic news values may be an obstacle to reporting about people with disabilities. She wrote:

This preliminary work indicates that the attitudes of student journalists toward persons with disabilities may not align with their news values. Although they may recognize that barriers in society and the environment are the focus and not a person's disability, they may become side-tracked from the real news (issues) by the emotional appeal offered by a traditional definition of disability. Thus, the resulting news story would depict a person with a disability in a traditional negative, stereotypical way. (p. 15)

Understandably perhaps, much of the multicultural literature focuses on sensitivity to minorities and concerns the impact of gender bias and stereotypes to a considerably lesser extent. For example, the major studies on multicultural JMC education--such as Kern (1982), De Mott and Adams (1984), and Kern-Foxworth and Miller (1993)--have investigated what JMC programs were doing

only in regard to sensitizing students to racial/ethnic minorities.

Much of that literature, while not specifically addressing ableism, is pertinent to the issues of coverage of people with disabilities, however.

Martindale (1988) looked at the usefulness of a specific course designed to promote sensitivity to bias and stereotypes. She concluded a course designed to make JMC students more aware of media bias was highly successful and that the concepts she used would be adaptable in news writing and reporting or other courses.

Stocking and Gross (1989) suggested that educators seek ways to bring biases to the attention of students and help students understand their own biases. Holloway (1990), who noted that she had no sensitivity training in any of her college journalism courses, concluded that overcoming journalists' stereotypes must begin in journalism school.

Martindale (1991b) noted the importance not only of courses concerning cultural diversity but also the importance of modules with multicultural information in a variety of courses in the JMC curriculum to educate not only students but faculty members as well.

Hoffman (1991)--as did Ward (1990)--suggested that journalists take courses in general semantics to help them avoid stereotypes, and Johnson (1991) proposed that educators help

students "become more critical news consumers" by such things as showing students how to analyze news reports, assisting them to examine themselves, and teaching them to consider alternative vantage points.

Aufderheide (1991) wrote that the goal of cultural sensitivity is not to convince students of the error of their perspectives or the validity of those of others, but to expose students to other views and to help them see how people's perceptions can become insulated.

One problem cited in sensitizing JMC students to biases and stereotypes is the lack of good teaching resources. For example, researchers have found that journalism texts often are inadequate in discussing cultural sensitivity. Bramlett-Solomon (1989), for example, stated that the "absence of discussion on reporting culture in college journalism classes and in college reporting textbooks belies the significance of the topic to journalism students" (p. 26).

Starck and Wyffels (1990) examined 26 introductory and advanced reporting texts and found little attention was paid to intercultural communication but considerably more to stereotypes and biases. They found, however, that only one-fifth of the books discussed perception, one-fourth discussed prejudice, and one-third discussed stereotyping. The researchers concluded that only two of the texts devoted considerable discussion to stereotyping.

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Cohen, Lombard and Pierson (1992) noted that multicultural components are appropriate topics for a Mass Communication and Society course but that most popular general texts for such a course ignore such issues. They noted that several supplemental texts and readers are available, however. The authors determined that cultural perspective and gender usually are treated as separate components. They also concluded that components on racial/ethnic and gender distinctions tend to promote critical thinking while making students more sensitive to multicultural issues.

Dickson (1993b) found short-term change in white journalism students' attitudes about media stereotypes after they had been shown a video titled "Racism in News" (1992). He also found, however, that upper-level journalism students were less likely than introductory-level students to think that the news media were unfair to minorities. He hypothesized that white journalists' biases and insensitivity to minorities could be traced to the classroom and called for journalism education to do more to sensitize students to their biases and stereotypes. Dickson (1993a) concluded from a review of existing research that journalism education should do more to sensitize students about their biases and to train them how to avoid stereotypical coverage.

Kern-Foxworth and Miller (1993) attempted to determine how much improvement in multicultural education had taken place since

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Kern-Foxworth's 1982 study of journalism/mass communication programs. They hypothesized that the adoption of Standard 12 by the Accrediting Council on Education for Journalism and Mass Communication (ACEJMC) in 1982 had resulted in improvement in multicultural journalism education.

Kern-Foxworth and Miller found that 28 percent of programs responding had a course in multicultural communication. Just under one-fifth (18 percent) of the administrators were in complete agreement that a course in multicultural communication should be required, 25 percent agreed somewhat, and 35 percent had no opinion. While 16 percent of the administrators were in complete agreement that their students were well-trained to communicate with diverse audiences, 42 percent were somewhat in agreement that students were well-trained in that regard, and 22 percent had no opinion. They stressed the importance of a curriculum that encourages cultural sensitivity (p. 53).

Murphy (1994) concluded that educators see a need for an even greater commitment to faculty diversity and to curriculum changes designed to improve multicultural awareness among students and faculty (p. 7). Among her recommendations most pertinent to JMC education, she concluded that JMC programs should improve their curriculum through multicultural components in the core curriculum and in courses in each major (p. 11).

Research Questions

The study was an attempt to find out *g* to what extent

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Journalism/Mass Communication education is attempting to sensitize students to covering people with disabilities in comparison to what it is doing in regard to addressing such diversity issues as racial and ethnic differences, sexual bias and stereotypes of women, and sexual orientation.

The first research question was: To what extent are Journalism/Mass Communication programs attempting to sensitize students about people with disabilities? Because of Standard 12, the researcher thought that accredited institutions would have done more than unaccredited institutions not only to sensitize students about race, ethnicity, and gender bias and stereotypes but also to sensitize them about people with disabilities. Two hypotheses were proposed. The first hypothesis was:

H1: Programs accredited by the ACEJMC will have done significantly more than unaccredited programs to sensitize students to reporting about people with disabilities.

The researcher also expected that reporting about people with disabilities would not get as much attention at both accredited and unaccredited JMC programs as diversity issues specifically covered by Standard 12. The researcher also wondered whether ableism was getting as much attention as another diversity issue not specifically covered by Standard 12: sexual orientation. Thus the second hypothesis was proposed:

H2: Both accredited and unaccredited programs will have given more emphasis to minority bias and stereotypes and

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to sexist language and stereotypes toward women than to ableism and sexual orientation.

The researcher also was interested in finding out if JMC administrators thought that journalism education might be inadvertently furthering stereotypes. Thus, the second research question was: "Do most JMC administrators think that journalistic concepts being taught students can lead to stereotypical coverage of minorities and people with disabilities?" No hypothesis was proposed for this research question, however.

Method

A 34-question survey was sent in mid-May 1993 to the administrators of undergraduate U.S. Journalism/Mass Communication programs listed in the 1992-93 Journalism/Mass Communication Directory published by the Association for Education in Journalism and Mass Communication. The mailing included a cover letter and a self-addressed business reply envelope. Administrators who did not respond by mid-September were sent another questionnaire. Of the 392 programs contacted, responses were received from 216, a response rate of 55 percent.

Independent variables analyzed were whether the institution was public or private, the institution's enrollment, the number of JMC majors, the percent of JMC students who were Afro-American, the percent of JMC students who were from racial or ethnic minorities other than Afro-American, the number of JMC faculty members who were from racial or ethnic minorities, and

whether the JMC unit was accredited.

Of the six dependent variables analyzed, three were directly related to accreditation Standard 12: emphasis given reporting bias/stereotyping in news coverage of racial and ethnic minorities, emphasis given minority stereotypes in entertainment, and emphasis given sexist language and stereotypes in coverage of women. Two dependent variables were related to minorities not specifically covered by Standard 12: emphasis given gay/lesbian stereotypes and emphasis given coverage of people with disabilities. Another variable concerned diversity issues in general: whether the JMC unit had held a conference, workshop or other special program for discussion of such things as media bias and stereotypes.

Results

Findings Concerning Hypotheses. The first hypothesis, that programs accredited by the ACEJMC will have done significantly more than unaccredited programs to sensitize students to reporting about people with disabilities, was supported somewhat, but the null hypothesis was not rejected.

As Table 1 shows, no statistically significant difference was found between accredited and unaccredited institutions concerning the amount of emphasis given stereotyping of people with disabilities. Administrators at both types of institutions were about as likely to state that their programs gave quite a bit of emphasis to the subject (7 percent v. 6 percent, $p > .05$).

Administrators at unaccredited institutions, however, were significantly more likely to state that the program did not give much or any emphasis to disabilities reporting (65 percent v. 51 percent, $p < .05$).

As Table 1 also shows, administrators at accredited programs were more likely than administrators at unaccredited institutions to report that their program emphasized reporting biases and stereotypes covered by Standard 12: racial and ethnic minorities ($p < .001$), women ($p < .05$), and minorities in entertainment ($p < .05$). Accredited programs also were more likely to have held a conference, workshop, or special program for discussion of media bias and stereotypes ($p < .001$).

Administrators at accredited institutions were not significantly more likely to report that their program gave quite a bit of emphasis to gay/lesbian stereotypes (14 percent v. 8 percent, $p > .05$). Administrators at unaccredited institutions were significantly more likely to state that the program did not give much or any emphasis to gay/lesbian stereotypes, however (59 percent v. 44 percent, $p < .05$).

Insert Table 1 about here

The second hypothesis, that both accredited and unaccredited programs will have given more emphasis to minority bias and stereotypes and sexist language and stereotypes toward women than to ableism and sexual orientation, was supported, and the null

hypothesis was rejected.

As Table 1 shows, both accredited and unaccredited JMC programs gave less attention to coverage of gays and lesbians and people with disabilities than groups covered specifically by Standard 12. The greatest difference between accredited and unaccredited programs was in emphasis given reporting bias in covering racial and ethnic minorities (Cramer's $V=.266$), followed by bias in covering women ($V=.187$), emphasis given minority stereotypes in entertainment ($V=.175$), emphasis given gay and lesbian stereotypes ($V=.150$), and emphasis given disabilities reporting ($V=.142$).

Both accredited and unaccredited programs were most likely to emphasize sexism in coverage of women "quite a bit" (66 percent v. 52 percent). They both were second most likely to emphasize reporting bias in covering racial and ethnic minorities quite a bit (51 percent v. 31 percent), and both groups were third most likely to emphasize minority stereotypes in entertainment quite a bit (30 percent v. 27 percent).

Both accredited and unaccredited programs were least likely to give quite a bit of emphasis to stereotypes of gays and lesbians (14 percent v. 8 percent) and reporting about people with disabilities (7 percent v. 6 percent).

As Table 2 shows, administrators at 56 percent of the JMC programs responding stated that the program emphasized the use of sexist language or stereotypes in the coverage of women quite a

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bit, while 37 percent of the programs emphasized reporting bias and stereotyping in news coverage of racial and ethnic minorities quite a bit, and nearly 28 percent emphasized stereotyping of minorities in entertainment content quite a bit. On the other hand, less than 10 percent emphasized coverage of gays and lesbians quite a bit, and less than 7 percent emphasized coverage of people with disabilities quite a bit.

Insert Table 2 about here

Of the seven independent variables analyzed, whether the program was accredited or not was the variable with the highest mean Cramer's V score for questions concerning bias and stereotypes (.193), indicating the greatest difference in administrators' responses was based upon that variable. Enrollment was second (.178), followed by percent of JMC minority students other than Afro-Americans (.161), number of JMC majors (.146), percent of minority faculty members (.137), whether the institution was public or private (.109), and percent of Afro-American JMC students (.089).

Accreditation also was the variable with the highest mean Cramer's V scores for the three questions concerning the minority groups covered by Standard 12 (ethnic and racial minorities and women), .209. The average V score was .166 for the number of JMC students from racial/ethnic minorities other than Afro-Americans, .160 for the institution's enrollment, .146

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for the number of JMC majors, .140 for number of minority faculty members, .120 whether the institution was public or private, and .071 for percentage of black JMC students.

Enrollment was the highest-rated variable for the two questions concerning emphasis to bias and stereotypes of minorities not covered by Standard 12: people with disabilities and gays and lesbians. The average V score for the two questions was .157 for enrollment, .146 for whether the institution was accredited, .130 for whether the institution was public or private, .123 for percent of racial/ethnic minorities other than Afro-American, .088 for number of JMC majors, .085 for number of minority JMC faculty members, and .083 for percent of black JMC students.

Table 3 reports statistically significant findings concerning the three most important independent variables other than accreditation that were examined: enrollment at the institution, percent of JMC minority students other than blacks, and number of JMC majors.

Insert Table 3 about here

Enrollment. The larger the institution, the more likely the JMC program was to have given a moderate amount or quite a bit of emphasis not only to bias in coverage of racial and ethnic minorities ($p < .001$, $V = .234$), but also to reporting of people with disabilities ($p < .02$, $V = .173$), and avoiding sexist language and

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It is clear from this study that the ableism issue has not gained the emphasis it merits from JMC educators. Discussion needs to take place at the highest levels of the ACEJMC toward adding ableism goals to the list of diversity goals set forth in accreditation Standard 12.

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stereotypes of women ($p < .05$, $V = .157$). Also, the larger the institution, the more likely the JMC unit was to have held a special program concerning media bias and stereotypes ($p < .001$, $V = .275$).

While no statistically significant difference was found based upon the original enrollment categories, programs at institutions with more than 15,000 student were more likely than programs at smaller institutions to have emphasized bias and stereotypes in media coverage of gays and lesbians ($p < .05$, $V = .198$). No statistically significant difference was found in coverage of minorities in entertainment based upon enrollment.

Percent of Minorities Other than Blacks. As Table 3 also shows, the more racial/ethnic minorities other than blacks, the more likely the JMC unit was to have emphasized reporting bias and stereotypes in news coverage of racial and ethnic minorities quite a bit ($p < .01$, $V = .200$), the more likely the JMC unit was to have emphasized gay/lesbian stereotypes ($p < .05$, $V = .153$), and the more likely the unit was to have held a special program or conference concerning media bias and stereotypes ($p < .01$, $V = .219$).

JMC units with 1 percent or more racial/ethnic minorities other than blacks were more likely than units with less than 1 percent other minorities to have emphasized sexist language and stereotypes in coverage of women ($p < .01$, $V = .191$).

Number of JMC Majors. As Table 3 shows, the more JMC majors, the more likely the program was to give quite a bit of

emphasis to reporting bias and stereotypes in news coverage of racial and ethnic minorities ($p < .01$; Cramer's $V = .199$) and the more likely the program was to give quite a bit of emphasis to sexist language and stereotypes in coverage of women ($p < .05$, $V = .157$). In addition, the more JMC majors, the more likely the program was to have held a special program on bias and stereotypes ($p < .01$, $V = .260$).

No statistically significant difference was found in emphasis given people with disabilities ($p > .05$, $V = .086$) or emphasis given gays and lesbians ($p > .05$, $V = .090$) based number of majors.

Findings Regarding Research Question 2: The second research question was: "Do most JMC administrators think that journalistic concepts being taught students can lead to stereotypical coverage of minorities and people with disabilities?" More than three-quarters (78 percent) of the administrators with an opinion agreed that standardized news values can lead to stereotypical coverage of minorities and people with disabilities ($N = 198$).

Just under half of the administrators with an opinion (48 percent) responded that the insistence in journalism texts that journalists' stories be objective, fair, and balanced tends to make students less aware that media bias and stereotyping exist ($N = 204$).

No statistically significant difference was found for any independent variable in regard to either of the two questions.

Discussion

The study found that Journalism/Mass Communication programs were not doing as good a job emphasizing reporting about people with disabilities as they were emphasizing reporting about minorities covered by Standard 12: racial and ethnic minorities and women. Programs were emphasizing ableism even less than they were emphasizing gay/lesbian stereotypes.

While accredited programs were doing a much better job than unaccredited schools in furthering the goals of Standard 12, they were not doing much better in emphasizing coverage of people with disabilities and coverage of gays/lesbians.

That both accredited and unaccredited programs gave more emphasis to gay/lesbian sensitivity than to sensitivity to people with disabilities suggests that ableism has a long way to go to get the respect that the issue merits. It seems apparent that being included in Standard 12 is necessary for ableism to get the attention of JMC educators.

That the size of the institution was found to be more closely related than either accreditation or number of JMC majors to differences in the emphasis JMC programs give to the ableism issue may relate to perceived needs on specific campuses. It would be expected that the larger the institution, the more people with disabilities in attendance. Thus, it may be that the number of people with disabilities on a campus is related to the perception JMC educators at the institution have about the

importance of the ableism issue.

The finding that most JMC administrators think that journalistic news values can lead to stereotypical coverage of minorities and people with disabilities should be sufficient reason for JMC educators to look more closely at how they teach news values. If people with disabilities are being treated differently in the news because their disability itself has news value, educators might want to put more consideration into how we define news values and how we cover people with disabilities in the media and in the classroom.

Future research should look at techniques being used in the classroom to promote sensitivity to people with disabilities. Such research should include surveys of students to find out what they are learning about coverage of people with disabilities. Research on what people with disabilities think about media coverage of people with disabilities could help JMC educators revise their curriculum to better address the ableism issue.

The findings of this study suggest that JMC educators should look at accreditation Standard 12 as well as other aspects of the JMC program to find ways of increasing attention to issues related to writing about people with disabilities. We in JMC education may be doing a disservice to people with disabilities if we focus primarily or solely on the use of "politically correct" terms while at the same time promoting news values that tend to foster bias and stereotypes.

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Table 1

Comparisons Based Upon Program Accreditation

	Accredited	Unaccredited
"Emphasis given sexist language and stereotypes in coverage of women"		
Not much/at all	3%	14%
Moderately	31%	34%
Quite a bit	66%	52%
(N=216; $p < .05$; Cramer's $V = .187$)		
"Emphasis given reporting bias/stereotyping in news coverage of racial and ethnic minorities"		
Not much/at all	5%	25%
Moderately	44%	44%
Quite a bit	51%	31%
(N=215; $p < .001$; Cramer's $V = .266$)		
"Emphasis given minority stereotypes in entertainment"		
Not much/at all	13%	29%
Moderately	57%	44%
Quite a bit	30%	27%
(N=207; $p < .05$; Cramer's $V = .175$)		
"Emphasis given gay/lesbian stereotypes"		
Not much/at all	44%	59%
Moderately	42%	33%
Quite a bit	14%	8%
(N=211; $p > .05$; Cramer's $V = .150$)		

Table 1 (Continued)

Comparisons Based Upon Program Accreditation

"Emphasis given disabilities reporting"

Not much/at all	51%	65%
Moderately	42%	29%
Quite a bit	7%	6%

(N=214; $p > .05$; Cramer's $V = .142$)

"Unit has held special program on bias/stereotypes"

Yes	42%	20%
No	58%	80%

(N=200; $p < .001$; Cramer's $V = .235$)

Table 2

Emphasis Given Pertinent JMC Courses at the Institution to
Reporting Bias and Stereotyping of Various Minority Groups

Not covered at all	Not emphasized much	Emphasized moderately	Emphasized quite a bit
"Sexist language or stereotypes in coverage of women" (N=215)			
0.5%	9.8%	33.4%	56.3%
"Bias/stereotyping in news coverage of racial and ethnic minorities" (N=214)			
2.8%	15.9%	43.9%	37.4%
"Stereotyping of minorities in entertainment content" (N=206)			
4.4%	19.4%	48.5%	27.7%
"Stereotypes in coverage of gays/lesbians" (N=212)			
13.2%	41.0%	36.3%	9.5%
"Reporting on people with disabilities" (N=213)			
13.1%	47.0%	33.3%	6.6%

Note: Respondents who stated that no pertinent courses were offered were omitted.

Table 3

Significant Differences Concerning Enrollment, Percent of JMC
Minority Students Other than Blacks, and Number of JMC Majors

	Enrollment		
	<5,000	5,001- 15,000	>15,000
"Emphasis given reporting bias/stereotyping in news coverage of racial and ethnic minorities"			
Not much, at all	30%	19%	6%
Moderately	49%	53%	36%
Quite a bit	30%	27%	58%
(N=214; $p<.001$; Cramer's $V=.234$)			
"Emphasis given disabilities reporting"			
Not much, at all	70%	62%	47%
Moderately	20%	34%	47%
Quite a bit	10%	4%	6%
(N=213; $p<.02$; Cramer's $V=.173$)			
"Emphasis given sexist language and stereotypes in coverage of women"			
Not much/at all	17%	9%	5%
Moderately	35%	38%	23%
Quite a bit	48%	53%	72%
(N=215; $p<.05$; Cramer's $V=.157$)			

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Table 3 (Continued)

Significant Differences Concerning Enrollment, Percent of JMC
Minority Students Other than Blacks, and Number of JMC Majors

	<5,000	5,001- 15,000	>15,000
"Unit has held special program on bias/stereotypes"			
Yes	17%	22%	47%
No	83%	78%	53%

(N=199; $p<.001$; Cramer's $V=.275$)

Percent of JMC Minority Students Other than Blacks

	<1%	1-5%	>5%
"Emphasis given reporting bias/stereotyping in news coverage of racial and ethnic minorities"			
Not much/at all	31%	17%	7%
Moderately	39%	50%	39%
Quite a bit	30%	33%	54%

(N=212; $p<.01$; Cramer's $V=.200$)

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Table 3 (Continued)

Significant Differences Concerning Enrollment, Percent of JMC
Minority Students Other than Blacks, and Number of JMC Majors

	<1%	1-5%	>5%
"Emphasis given sexist language and stereotypes in coverage of women"			
Not much/at all	19%	6%	5%
Moderately	41%	27%	32%
Quite a bit	40%	67%	63%
(N=213; $p < .01$; Cramer's $V = .191$)			
"Emphasis given gay/lesbian stereotypes"			
Not much/at all	67%	54%	39%
Moderately	27%	36%	47%
Quite a bit	6%	10%	14%
(N=208; $p < .05$; Cramer's $V = .153$)			
"Unit has held special program on bias/stereotypes"			
Yes	17%	27%	42%
No	83%	73%	58%
(N=199; $p < .01$; Cramer's $V = .219$)			

Table 3 (Continued)

Significant Differences Concerning Enrollment, Percent of JMC
Minority Students Other than Blacks, and Number of JMC Majors

	Number of JMC Majors		
	<101	101-400	>400
"Emphasis given reporting bias/stereotyping in news coverage of racial and ethnic minorities"			
Not much/at all	25%	25%	2%
Moderately	48%	41%	45%
Quite a bit	27%	34%	53%
(N=213; $p < .01$; Cramer's $V = .199$)			
"Emphasis given sexist language and stereotypes in coverage of women"			
Not much/at all	15%	14%	0%
Moderately	35%	33%	29%
Quite a bit	50%	53%	71%
(N=214; $p < .05$; Cramer's $V = .157$)			
"Unit has held special program on bias/stereotypes"			
Yes	11%	27%	45%
No	89%	73%	55%
(N=199; $p < .01$; Cramer's $V = .260$)			